Procedure: Tell the group that this activity and the next two sessions will focus on how race and racism affect our lives and society as a whole. Tell the men that you will now conduct an experiment by asking them to say the first thing that comes into their minds when they see certain words. Write the words *old people* on newsprint, and ask for their immediate responses; list their responses on the newsprint. (You can expect such characterizations as sick, grumpy, slow, wrinkled, retired, etc.)

Repeat this procedure with at least four of the following groups. (You can create your own groups, but be sure to include noncustodial fathers; and if you choose racial or ethnic categories, include at least two that are represented among the participants.)

- Men (or women)
- African-American men (or women)
- White men (or women)
- Mexican/Salvadoran/Puerto Rican/ Chicano (Hispanic/Latino) men (or women)
- Unemployed men
- Mothers on Public Assistance
- Noncustodial fathers
- Child support caseworkers
- Mothers-in-law
- Homosexuals
- Factory foremen
- Homeless people
- Judges
- Law enforcement agents
- Lawyers
- Clergy
- High school dropouts
- College graduates
- Disabled people

Write the name of each of the four groups you selected on a separate sheet of newsprint; post the sheets around the room, folding and taping the bottom of each sheet to its top to prevent participants from seeing the labels until you are ready.

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Instruct the participants to move around the room and to write a word or sentence on the sheets of newsprint to describe the characteristics that come to mind when they think of the group. Tell them not to censor their thoughts. After everyone has written on each of the four sheets, have the participants silently read all the sheets and then take their seats.

Next, call the men's attention to the first group — *old people* — and ask them to evaluate their list of responses. In general, were their responses positive or negative? Tell them to think about an old person whom they know. Does that person fit the group's description? (Most likely, some will and some won't.) Then ask the same questions about the four lists that were compiled in this activity. Does their experience with real people in these four groups match the descriptions given?

Next, ask the participants how they feel about the descriptions of a group to which they belong. (For example, ask Chicano participants how they feel about the descriptions of Chicano men, or ask African-American participants how they feel about the descriptions of African-American men, etc.) Do they feel that everything on the list applies to them? Ask specifically how they feel about the stereotypes of noncustodial fathers (such as "deadbeat dads," "absent fathers," etc.). Which things on the list do they feel apply to them? Which don't?

This activity is most effective if some men in the group experience the sting of discrimination as the lists are being formed. It is also a good activity to use when the group is multicultural or heterogeneous, because it ensures that more than one viewpoint will be expressed. If you find that someone feels discriminated against, ask that person to speak up about his feelings. Make the point that people who are stereotyped usually feel misunderstood, angry, hurt, vengeful, and so on. These are the feelings that oppressed or minority groups experience when they are stereotyped.

End the activity by saying something like, "These lists include characteristics that are stereotypes. Where do you think stereotypes come from?" (Answers should include: from parents, grandparents, newspapers, history books, TV, radio, peer groups, etc.)

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After the activity is complete, distribute the handout "Definitions," and review the terms *stereotype, gender-role stereotype, prejudice,* and *discrimination*. Ask the men for examples of prejudice and discrimination that they have seen or experienced.

Explain that being stereotyped influences the way we feel about ourselves, how we behave, what we believe we can do, and what goals we set for ourselves. Therefore, those of us who have experienced the effects of being "labeled" need to understand how stereotyping and discrimination have affected our lives.

Optional Procedure: Instead of writing the four categories on newsprint and asking for descriptions, put a variety of categories on large index cards, and tape an index card to each man's back, making sure that he does not see what his category is. Then tell the group to move around the room and to interact with each other on the basis of those stereotypes. For example, if a participant's card says "Man," the other members of the group should talk to him using language associated with stereotypes about men. After about 10 minutes, ask each participant to guess which category is written on his back.

Lead a discussion about how it felt to be treated as a member of a particular "group." Distribute the handout "Definitions," and review its key terms. Then spend some time talking about stereotypes and prejudice and their effects on individuals and society in general.

Concluding the Activity: Whichever procedure you followed (newsprint or index cards), end the activity by discussing the overall impact of stereotyping and discrimination. Ask the following questions.

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▼ Discussion Questions

1. Do you think that stereotypes have affected your view of yourself as a man? If so, how?
2. Have stereotypes affected the way you've been treated as a man? If so, how?
3. Have stereotypes of noncustodial fathers affected your view of yourself as a father? If so, how?
4. How have stereotypes affected your children's lives and your relationship with your children?
5. What stereotypes have you heard about "full-time dad"? How might these stereotypes affect someone's decision to seek custody of his children?
6. For those of you who have been out of work, how do stereotypes about men without jobs affect your ability to get work? How do these stereotypes affect your view of yourself as a provider?
7. What happens when you "buy into" stereotypes about yourself? About others?
8. What are some of the things you can do to minimize the negative effects of stereotyping and discrimination on you personally? (Examples: know your rights as a citizen; talk with others who share your experiences; become knowledgeable about your own history so that you can feel good about your culture and cultural norms; read; be aware of your behavior, and confront stereotyping when it comes up in your life; take care of yourself physically and mentally; etc.)

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Leader Resource

Common Elements of Oppression*

People of color are compared negatively to the "norm" (standard) that is white, male, heterosexual, able-bodied, Protestant, and middle class, historically the "power class." Instead of being seen as *different,* people who are not like the "norm" are seen as inferior or strange, even when they make up the majority of their community.

People in oppressed groups do not have *economic power* and cannot fight back if they are denied access to resources, employment, housing, fair legal treatment, etc.

Stereotypes get spread about people who are different. When the general public believes the stereotype, they feel OK about not hiring someone or verbally abusing someone. In fact, society tends to *blame the victim* for his or her own oppression.

People in oppressed groups often believe the stereotypes and negative views of their own group. This is known as *internalized oppression*, and can lead to self-hatred, often expressed in the form of depression, despair, negative behavior, self-abuse, and limited goals.

Achievements of people among oppressed groups are kept unknown through *invisibility*; that is, information about the contributions of people in oppressed groups has been left out or misrepresented. For example, both the civil rights and women's movements have struggled to correct the inaccurate versions of the history of women and blacks in U.S. history textbooks and courses.

Another common experience among members of oppressed groups is *isolation*. People in oppressed groups tend to feel isolated as individuals or as a "minority"

*Adapted from *Homophobia: A Weapon of Sexism*, by Suzanne Pharr, Inverness, CA: Chardon Press, 1988.

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group. For example, a person may feel strange if he or she goes somewhere and is the only black person around; another person may feel isolated if he or she sees very few Latinos on TV.

Tokenism involves giving positions and resources (for example, a job or a political appointment) to a few members of an oppressed group, most often those who are most assimilated (that is, who have taken on the characteristics of the dominant group). Tokens are presented as a model of what it takes to succeed; they are often asked to speak for all members of their group and are viewed as disloyal if they attempt to point out discrimination within the organization.

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Definitions

Stereotype: The belief that all people in a particular group will think and act alike. Stereotypes do not allow for individuality. They are images that we accept without thinking, and they are frequently damaging.

Gender-Role Stereotype: The belief that all males should behave in certain restricted ways and that all females should behave in certain restricted ways.

Prejudice: Having an opinion or idea about someone based solely on the person's skin color, religion, age, gender, or some other characteristic of the individual.

Discrimination: Acting in favor of or against a certain person or group of people because of prejudice; denying individuals or groups of people fair and equal treatment.

Types of Discrimination

Discrimination can be individual, institutional, or internalized.

- **Individual discrimination** occurs when one person treats another unfairly because of a personal prejudice. Racial slurs and ethnic jokes are examples of individual discrimination.
- **Institutional discrimination** is the systematic denial of fair and equal treatment to a disempowered (powerless) group by a group that holds social power. Examples include landlords who won't rent to immigrants, car dealers who charge higher prices to women than to men, and able-bodied employers who refuse to hire persons with disabilities.
- **Internalized discrimination** occurs when individuals who belong to the stereotyped group accept all the negative messages about their group and view themselves and other group members negatively. An example is a young man who is secretly gay but joins his friends in putting down another young man who is openly gay.

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Debate: **Is It Real or a Stereotype?**

Purpose: To identify and reduce stereotyping related to masculinity and ethnicity.

Materials: Handouts, "Definitions" (from Activity 15-2) and "Is It a Stereotype?"; newsprint and marker; pencils (for everyone).

Time: 60-90 minutes.

Planning Note: Write and post the following definitions on newsprint:

- **Stereotype:** The belief that all people in a particular group will think and act alike. Stereotypes do not allow for individuality. They are images that we accept without thinking, and they are frequently damaging.
- **Gender-Role Stereotype:** The belief that all males should behave in certain restricted ways and that all females should behave in certain restricted ways.
- **Ethnic Stereotype:** The belief that everyone in a particular ethnic group behaves in certain restricted, usually negative ways.

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Procedure: Ask whether anyone can tell the group what a stereotype is. (Explain the definition listed above, if necessary.) Ask for some examples of stereotypes. Then define gender-role and ethnic stereotypes, and ask for some examples of each.

Remind the men of the debates they had in Session 6-2, and again outline the procedure for a debate. Explain that the next activity will give them a chance to debate some issues related to manhood. Distribute the handout "Is It a Stereotype?" and give a pencil to each participant.

Explain the handout by saying, "The handout lists statements about men. Some people think these statements are stereotypes. Others believe they are true statements. You have an opportunity to defend any of these statements that you either believe in or practice. As I read aloud each statement, put a check mark beside the ones you would like to defend. When we get started, anyone who disagrees with someone else's belief can volunteer to be his debating partner." Tell the participants that they should expect strong differences of opinion and that this is OK.

After you've read through the handout, say, "For the next 20 minutes, we'll have three or four debates." Then ask for volunteers who are willing to defend a statement that they checked off. After participants have volunteered, identify the men who want to be their debate partners. Choose people who have strong feelings about the issues. Tell the group that each debate is limited to five minutes and that each debater will begin with a one-minute statement of his opinion. Monitor their response times, and keep the discussion moving.

Discuss each debate by asking the whole group to answer question 1 below. When at least three statements have been debated, ask the remaining questions.

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▼ Discussion Questions

1. Now that you've heard the debate, what do you believe about this statement? Is it a stereotype? Why, or why not?
2. Which of the statements do you now think are true statements?
3. How do you think that stereotypes of black and Latino men are different from those of white men? (Use other groups or specific Latino groups if they are represented among the participants.)
4. How should black and Latino men react when they hear a negative stereotype directed at them?
5. In your relationships with women, have you had any problems that are related to the stereotypes we discussed? If so, how did the stereotype lead to a problem?
6. How have racial or ethnic stereotypes contributed to how you feel about yourself as a man?
7. How have stereotypes about noncustodial fathers affected your view of yourself as a father? How have such stereotypes affected your children? How have they affected your relationship with your children?
8. How have stereotypes about men without jobs affected your view of yourself? How has not having a job affected your role as a father? As a provider? Have these stereotypes made it difficult for you to get work? In what way?
9. What is the result of "buying into" the stereotypes we just discussed? (Examine one or two examples.)
10. Will you change your behavior in any way after hearing about the consequences caused by gender-role and racial and ethnic stereotypes? If so, what will you do differently?

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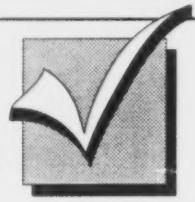
Is It a Stereotype?



Please put a check mark next to the statements you are willing to defend.

- ☐ **1.** Young African-American and Latino males who own expensive cars and jewelry are probably selling drugs.
- ☐ **2.** By nature, Latino men are great lovers.
- ☐ **3.** It's OK to hit a woman if she disrespects you.
- ☐ **4.** White men are hung up on getting ahead.
- ☐ **5.** African-American men are sexually superior to other men.
- ☐ **6.** Latino men will have sex with their girlfriends, but they want to marry a virgin.
- ☐ **7.** Boys should be taught to be strong, because any sign of weakness brings disrespect.
- ☐ **8.** Most African-American and Latino men are lazier than white men.
- ☐ **9.** Most men of color are not reliable workers.
- ☐ **10.** A man should never let a woman talk back to him.
- ☐ **11.** You cannot be a "real" man unless you have control over your woman.
- ☐ **12.** Men who cry are weak.
- ☐ **13.** African-American boys who are smart in school are trying to act white.

(Continued on page 18)

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- [ ] **14.** Most African-American families are "headed" by women, because African-American men don't want to care for their children.

- [ ] **15.** The only way for an African-American man to be financially successful is by being a professional athlete.

- [ ] **16.** Native American men never show up on time.

- [ ] **17.** Most white men are racists.

- [ ] **18.** Most white men who commit crimes don't do time in jail.

- [ ] **19.** Jewish men tend to be "momma's boys."

- [ ] **20.** Native American men can't handle liquor.

- [ ] **21.** You can tell whether a guy is gay by looking at him.

- [ ] **22.** Jewish men get rich because they are tight with a dollar.

- [ ] **23.** White men have money and power.

- [ ] **24.** Noncustodial fathers are "deadbeat dads."

- [ ] **25.** Noncustodial dads don't care about their children.

- [ ] **26.** Most divorced men don't support their children.

- [ ] **27.** Asian men are intellectually superior to other men.

- [ ] **28.** White men are free from discrimination in this country.

- [ ] **29.** In general, white men cannot play basketball.

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Optional Activity **Looking In**

Purpose: To help participants develop sensitivity to differences in race, gender, ethnicity, religion, and social standing. To help participants explore how racism and discrimination affect everyone. To remind participants of the importance of ancestry.

Materials: A large mirror or individual pocket or handheld mirror.

Time: 60-90 minutes.

Procedure: Begin by reminding the participants of what they learned about stereotypes in the previous activity. Repeat the main points about how stereotypes come about and how they affect people's perceptions of themselves and others. Emphasize that everyone has had the experience of being stereotyped in some way.

Tell the group that this activity will take them on a journey to "discover" themselves and each other in a new way. They will begin by remembering that they are part of a long history of people who have come before them, and that they will add to the heritage that will survive long after they are gone. Then give the following instructions:

> ***Make*** yourself comfortable in your chair. Close your eyes, or focus on something in the room. Take a few deep breaths to relax your body, letting go of all the thoughts and worries you may be carrying around.
>
> ***Now*** look at yourself in the mirror. (If you don't have a mirror, keep your eyes closed, and visualize what you look like, using your hand to explore your features.)
>
> ***Notice*** your face, and your body, which reflect your racial or ethnic ancestry. Take a minute to look at your features without pride or shame. Notice the color of your skin; the shape of your eyes, nose, and mouth; your hair; your body size. . . . As you explore your features, look at yourself with acceptance and curiosity.

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As the men look at themselves, slowly read the following questions aloud, and ask the men to answer them silently:

1. As you are looking at yourself in the mirror, what things do you associate with your physical characteristics?
2. How have you felt about your physical characteristics at different times in your life? How do you think your ancestors felt about their appearance?
3. What descriptive words for your physical characteristics have you heard that were hurtful?
4. What words have you heard that praised your physical characteristics?
5. Which of your physical characteristics have you passed along to your children?
6. How do you think your children would feel about themselves if they were to look into the mirror?
7. Your body carries a legacy that came from your ancestors and that will survive in your children and grandchildren. What can you do to celebrate your part in this important lineage?
8. How can you draw on your ancestry when someone ridicules or demeans you?

   (When you have a clear image of yourself and all that you stand for, imagine "freezing" that image of yourself to call upon in times when it may be hard to feel proud of who you are or when you find yourself forgetting your responsibilities to those who came before you and those who will follow you.)

After the men have answered the questions silently, ask for volunteers to share their experiences, but make it clear that no one has to share anything. This is primarily a time for the men to look inward to remember how important and how valuable they are.

Ask the following questions to summarize this activity.

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▼ Discussion Questions

1. What thoughts, feelings, or reactions did this activity raise in you?
2. What did you learn about yourself?
3. How will this activity help you to confront the negative effects of stereotypes?
4. Did this activity cause you to reconsider any stereotypes that you have held about others? If so, which stereotypes? How have they changed?

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Feedback/Wrap-up

Planning Note: At the end of this session, participants may be left with anger, resentment, sadness, or depression as they have been asked to confront how discrimination and stereotypes have affected their lives. It is important to have each participant "check-out" of the group by stating how he is feeling now that Part I of "The Issue of Race/Racism" is coming to an end. It is also important to ask the men to make a commitment to continue the dialogue with each other so that they spend time talking about ways to help their children deal with the issue of discrimination. Remind the men that the next two sessions will continue to focus on this topic. Review with them some of the strategies they have developed in earlier sessions to deal effectively with anger and stress, such as talking with a friend, exercising, visiting their children, etc.

▼ Discussion Questions

1. Does anyone have any reactions to today's session? If so, what are your thoughts or feelings?
2. Would anyone like to comment on what you learned about yourself today? (For example, did you find that you rely on stereotypes in thinking about any particular group of people? Did you discover that you have "bought into" certain stereotypes about yourself?)
3. Talking about stereotypes can be difficult, because it reminds us that other people's negative images can often control our lives and have a negative impact on our behavior (as well as on how others behave toward us). What suggestions can you offer each other to help deal with the feelings that this session may have raised?

Tell the participants that Part II of "The Issue of Race/Racism" will identify specific strategies for helping children to deal with racism. Encourage everyone to join this important session, say when the group will meet, and thank the men for participating today.

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The Issue of Race/Racism

Part II

Activity **15-6**	**What's New?**	☞ 10-15 minutes
Activity **15-7**	**Reflections from Past Sessions**	☞20-30 minutes
Activity **15-8**	**My Personal Story:** What It's Been Like	☞ 60-90 minutes
Activity **15-9**	**Where Do I Stand?**	☞ 60-90 minutes
Activity **15-10**	**Quotations to Live By**	☞ 60-90 minutes
Activity **15-11**	**Feedback/Wrap-up**	☞ 20-30 minutes

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Key Concepts

- Racism has a profound impact on all people of color in multiracial societies. African-Americans and other people of color experience the pain and anguish of racism every day of their lives. In subtle and overt ways, racism destroys self-confidence and self-love, sending a powerful message that says blacks are not as good as whites.
- Although the civil rights movement of the 1960s ended some forms of discrimination based on race, creed, or national origin, people of color continue to experience limited opportunities in education, employment, housing, and health care.
- In order to resist the effects of racism, African-Americans and other men of color need a clear and positive definition of what it means to belong to their race or cultural group.
- "Knowing where they stand" on the issues of race and racism will empower men of color to make responsible, self-affirming choices in response to threats from the larger society.
- African-Americans can draw on the many strengths of their family and heritage including strong kinship bonds, adaptability of family roles, strong work orientation, strong religious beliefs, and a belief in educational achievement.
- All parents have a responsibility to pass on to their children an understanding of their racial and cultural identity. Knowing the history of your people can instill a sense of pride and positive self-worth.

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Materials Checklist

Activity 15-7 Reflections from Past Sessions

- ❑ Newsprint
- ❑ Marker

Activity 15-8 My Personal Story: What It's Been Like

- ❑ Handout, "My Personal Story"
- ❑ Pencils (for everyone)

Activity 15-9 Where Do I Stand?

- ❑ Handout, "My Attitudes About Race"
- ❑ Leader Resource, "Is It Racism? Difficult Life Situations"
- ❑ Pencils (for everyone)

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Activity 15-10 Quotations to Live By

- ❑ Handout, "Quotations"
- ❑ Newsprint
- ❑ Marker

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Planning Note: This session helps the men look directly at how race and racism have affected their lives as men, fathers, and workers and as members of their families, communities, and society. Issues of race and racism have come up in many ways throughout the peer group sessions. Help the men draw on their earlier discussions in order to deal with racism, discrimination, and alienation.

The facilitator's goal in this session is to create an environment where the men can share their experience, express their pain and anger, listen and support each other, and celebrate their racial and cultural identities. Beyond this, the men will be asked to think about their children (and their children's children) and to figure out what role they play in ensuring that their children grow up to feel proud of who they are and also are afforded all the opportunities guaranteed by the Bill of Rights. The role of the facilitator in this session is that of an empathic listener — one who validates the men's experiences first by allowing them to tell their stories (and express their pain and rage) and then by helping them move to a place of dignity and strength where they can articulate their views and "know where they stand" on the issues of race and racism.

Although your peer support group may be racially or ethnically diverse, this session is not intended to "raise the consciousness" of white participants. Yet it is important to create an atmosphere where the white fathers can comfortably join the discussion and also be respectful of the experiences related by the men of color. It is crucial that you manage the men's interactions to ensure that *everyone* is given an opportunity to express his feelings about race in an atmosphere that is *safe*, supportive, and accepting of differences. An important outcome of this experience is the knowledge and understanding that everyone, regardless of race, is affected by racism.

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To allow sufficient time to address the difficult issues that are likely to be raised in this session, it is recommended that at least one full day be set aside to conduct this session. If this is not possible, the session should be conducted in two parts to get through all the activities. If you choose to divide the activities, it is important to encourage the men to make a commitment to attend both sessions.

Some support groups may serve solely African-American men. Others will most likely be ethnically diverse, including African-Americans, Latinos, Native Americans, and Caucasian men. Read through all the material in this session before deciding how it can best work for the men in your group. Adjust case scenarios and discussion questions to fit your group's ethnic composition.

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What's New?

Planning Note: Tailor the following questions so that you are asking men about reactions to thoughts and ideas expressed in Part I of Session 15.

▼ Discussion Questions

1. Would someone like to remind the group of what we discussed in the last session?
2. Did any of you have reactions to the last session that you would like to share today?
3. Did any of you encounter a situation this week that arose because of a stereotype? If so, what happened?
4. Did any of you recognize situations this week that made you aware of your own stereotypes about others? If so, what did you notice? (For example, were you more aware of the ways in which you viewed or responded to people who are different from you?)

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Reflections from Past Sessions

Purpose: To help the men reflect on past sessions and recall the discussions, ideas, and lessons learned about the issue of race and racism.

Materials: Newsprint and marker.

Time: 20-30 minutes.

Procedure: Begin by reminding the men that today's session will focus on the issue of race and what it has been like for men of color in today's society. Say something like: "The issue of race and racism has come up directly or indirectly in most, if not all, of our sessions. It was discussed early on when we talked about family values and manhood; it came up when we talked about the child support system, employment opportunities, joblessness, and money troubles; it also came up when we talked about anger in personal relationships and in the workplace. We started this discussion in our last session when we spent time talking about stereotypes." (Revise this according to where and when the issue actually did come up in the sessions. Then continue:) "Today we'll devote the entire session to the subject of race and racism, and you'll all have the opportunity to share your personal stories and experiences. Together we will identify where you stand when confronted with racism in daily life, and we'll discuss strategies to respond to it effectively. Your children will also benefit from our work today; they are the next generation that must struggle with the issues of race in this society."

Tell the men that you would like to think about the ways in which the issue of race and racism has come up in previous sessions, and then ask for volunteers to talk about these situations. As the men take turns talking, record key words and concepts on newsprint. In particular, record the language the men use to talk about these situations as well as any strategies or lessons they recall about how to handle them. Ask the following questions to facilitate the discussion.

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▼ Discussion Questions

1. In what ways did we discuss the issues of race and racism in previous sessions? What do you recall about our discussion?
2. Why do you think these issues have come up so often?
3. What words do you remember people using to describe their racial identities, racial incidents, or race-related experiences?
4. What ideas or messages did you get from these discussions?
5. In what ways, if any, did our discussions help you to confront racism in daily life?
6. What, if anything, was missing from our discussions of race and racism?
7. Do you have any thoughts, concerns, reactions, or questions about race and racism that you want to address today? If so, what are they?
8. What ground rules should we set today for our discussion of race? (Examples: attempt to understand and respect each others' situations; be open and honest about our own biases and prejudices; look for common ground in our experiences.)

Tell the men that the next activity will give them an opportunity to talk about their personal experiences that have shaped their views about racial or cultural identity.

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My Personal Story: What It's Been Like

Purpose: To give the men an opportunity to share their personal experiences with race and racism. To provide a supportive atmosphere in which the men can recognize and alleviate the pain associated with these memories. To help all participants recall the messages about their ethnic or cultural heritage that they received when growing up.

Materials: Handout, "My Personal Story"; pencils (for everyone).

Time: 70-90 minutes.

Procedure: Begin by telling the men that this activity will focus on their experiences with race and racism and will give everyone an opportunity to think about his ethnicity and the messages he received when growing up about what it means to be a member of his ethnic or cultural group. Say something like, "Undoubtedly the issue of race has played a major role in the life experiences of anyone who is African-American (or Latino, Native American, or Asian) in this society. In addition, all of us have an ethnic and cultural identity that has had an impact on how we view the world and how we view each other. This activity will explore how racial and ethnic identity affects you as men, fathers, and members of society."

Tell the men that you want them to think back on their lives and recall any experiences with race that affected them greatly. These can be experiences that they had directly or experiences that they learned about in the form of stories, lessons, and events in the news. (Include the fathers who are not a member of a minority group.) Give the men a few minutes to recall such experiences and stories.

Tell the men to form small groups of four or five members so that they can share their stories. (If possible, base the groups on race or ethnicity.) Distribute the handout "My Personal Story," and either read it aloud or ask for a volunteer to read it to the group. Tell the men that they have about 10 minutes to complete the handout. (Anyone who has trouble reading or writing can respond verbally during the small-group discussion.)

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After the men have completed the handout, ask them to spend the next 15 minutes sharing their responses in their small groups. Instruct each small group to select a member who will summarize the group's responses.

Reconvene the large group after 15 minutes. Ask each small group's spokesman to spend a few minutes giving a sense of what it has been like to be African-American (Latino, white, Asian, etc.) in this society. Each report should end by listing three things that the small group identified as strategies to overcome racism and discrimination in their children's lifetime.

Discuss the activity by asking the following questions.

▼ Discussion Questions

1. What common themes or experiences emerged from the small-group discussions?
2. What, if anything, was most helpful to you about how other people have dealt with race and racism in their lives?
3. Among the negative results of racism are the self-doubt and self-hatred that arise when people are made to feel inferior to others. Has anyone been affected in this way? If so, how has racism affected your self-image?
4. What steps can you take to overcome self-doubt and self-hatred?
5. What changes does society (or the majority culture) need to make in order to overcome racism?
6. People who write about race have said that members of minority groups are often forced to have two identities or personalities: one for when they are in the presence of the white, majority culture and another for when they are among their own group. Has this been your experience? If so, what is it like to have "two personalities?"
7. Others have called attention to the "invisibility" of African-American men, who are both feared by whites and simultaneously ignored and treated as insignifi-

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cant. Can any of you relate to this "invisibility" experience? If so, what is it like? How do you manage the anger that arises from such experiences?

8. For those of you who are white, or of cultures other than African-American, what was it like to hear these stories? In what ways have your experiences been similar? In what ways have they been different?
9. In what ways do people of a specific ethnic or racial group identify or bond with each other? (For example, people of the same group may use certain words or tones of voice to connect with each other.)
10. In terms of racial discrimination, have you had more (or less) opportunity than your parents? Give examples to defend your point of view.
11. What kinds of opportunities do you hope your children will have that were not available to you? What role do you have in making this happen?

Tell the men that the next activity will help them prepare their children to deal with the issues of race and racism.

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My Personal Story

1. When I was a small child, I remember learning that I was _____ *(race or ethnicity)* when _____

_____.

2. My mother, father, grandparents, _____ *(others)* told me that being (African-American, Mexican, Italian, Asian, etc.) meant that _____

_____

_____.

3. When I asked why African-Americans (or other racial or ethnic groups) were treated as inferior to whites, my parents told me that _____

_____

_____.

4. I remember the time my _____ *(father, mother, etc.)* experienced racism (or saw others experience racism). It was when _____

_____

_____.

5. My own worst experience with racism (as a victim, observer, or participant) was when _____

_____

_____.

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6. The person who taught me the most about dealing with racism was

_____

_____

_____.

This person taught me that _____

_____.

7. The things that make me most proud of my race (or ethnic group) are

_____

_____

_____.

8. The hardest thing about being a person of my race (or ethnic group) is

_____

_____

_____.

9. When I think about race and racism, my biggest fear for my children is

_____

_____

_____.

10. The things I want most for my children are _____

_____

_____

_____.

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11. As a parent, one thing I plan to do to overcome racism and discrimination in my children's lifetime is _____

_____

_____.

12. The one point that I want to make about racism in the United States is that

_____

_____

_____.

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Where Do I Stand?

Purpose: To give the men an opportunity to think about how they will prepare their children to deal with the issues of race and racism. To help the men articulate where they stand on the issues of race, racial identity, and racism.

Materials: Handout, "My Attitudes About Race"; Leader Resource, "Is It Racism? Difficult Life Situations"; pencils (for everyone).

Time: 40-50 minutes.

Procedure (Part I): Begin by telling the men that this activity will focus on how they as fathers can help their children deal with the issues of race, racial identity, and racism in their own lives. Say something like: "As fathers, you have a great responsibility to help your children confront the negative and damaging impact of racism. You also have an obligation to help your children develop an identity that celebrates their racial heritage so that they can grow up to feel good about themselves. To do this, you need to give a great deal of thought to the ways in which you communicate to your children how you feel about people of color, as well as what it means to be a person of color in this society. In this activity you are going to spend some time thinking about how you would respond to situations that will come up in your children's lives where they will be forced to think about what it means to be a person of color."

Tell the men they are going to consider a number of situations that might occur in their children's lives. They will be asked to think about how they would respond to their children — and what messages their responses would convey to their children about their own values and beliefs.

First, though, ask the men to complete the handout "My Attitudes About Race," which was designed by two African-American psychologists to help children and adolescents assess their racial attitudes. Completing this handout may help the men to think about where they stand concerning race and racial differences.

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Distribute the handout and a pencil to each participant. Tell the men that, as you read aloud each statement on the handout, they should fill in the blank with a word or brief sentence that shows how they feel about the statement. Admit that some of the statements may be harder to complete than others, but point out that the purpose of this activity is to help them identify where they stand on issues related to racial attitudes.

After the men have responded to the statements on the handout, ask the following questions to discuss this activity.

▼ Discussion Questions

1. What is your overall reaction to the handout?
2. Which statements were easiest to respond to? Why?
3. Which statements were hardest to answer? Why?
4. Which statements do you want to think about? Why?
5. What did you learn about your racial attitudes?
6. What surprised you most about your attitudes?
7. For those of you who are white, what did you learn about your racial attitudes toward blacks and other people of color?
8. For people of color, what did you learn about your racial attitudes toward whites?
9. How do you think your attitudes about race will influence your children?
10. Do you expect your children to have the same attitudes as you? How would they respond to this questionnaire? Do you have the same attitudes as your parents or grandparents? If not, in what ways are your attitudes different?
11. What would it be like to complete this questionnaire with your children?

Tell the men that the second part of this activity will explore how they can help their children develop healthy attitudes about their racial identity and how they can handle race-related situations that may occur in their lives.

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Procedure (Part II): Ask the men to think about situations in their children's lives that seemed to be related to the child's race. (For example, their son or daughter may have been called a racial name, or may have been accused of stealing or breaking something, or may have been approached by a suspicious police officer, etc.) Ask for two or three volunteers to tell the group about the situation and how they (or other family members) responded to it.

Now say something like, "The last activity asked you to think about your personal and family attitudes about race and racial identity. In what ways do you think your attitudes influence the way you respond to the experiences your children have?" (Probe with examples, including: If you feel a great deal of hatred toward people of other racial backgrounds, how do you think these feelings will influence your actions with your children? If you feel committed to educating others about your race, how might this attitude influence your actions when your children experience a race-related incident? What messages are you modeling for your children by how you respond to their experiences? What do your responses say about how your children should feel about their racial identity?)

Tell the men that in this part of the activity they are going to role-play how they might respond to race-related situations involving their children. They will practice responding in ways that communicate to their children that they should be proud of who they are and that they can be assertive in handling people who offend them or discriminate against them.

Tell the participants that they are going to plan and act out the role plays. Divide the members into small groups of about three men. Explain that each group will respond to a situation from the Leader Resource "Is it Racism? Difficult Life Situations." Distribute one situation to each of the small groups, and allow about 10 minutes for the groups to discuss their situation and prepare their role play. After each role play, have the players discuss what it was like playing the various roles. Then get feedback from the whole group.

After all the small groups have acted out their situations, ask the following questions.

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▼ Discussion Questions

1. In general, how well did the fathers handle the situations in the role plays?
2. What was it like to be a father in these role plays?
3. Which of these situations were hardest to respond to? Why?
4. Have any of your children faced these situations? If so, how did you respond?
5. Did any of these situations happen to you when you were a child? If so, how did *your* parents respond?
6. What issues are at stake in situations like these? (For example, what values or messages are communicated to your children by your responses?)
7. How do you help your children protect themselves from the subtle forms of racism in some of these situations? (For example, in situation 2, what if six-year-old Shana believes that her teacher put her in the last row of seats because she is African-American? How would you handle this?)
8. How do you prevent your children from developing an attitude that every situation involves racism? What are some problems with such an attitude?
9. Overall, what has this activity taught you about the role you play in helping your children confront racism?

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My Attitudes About Race*

The following list of statements has been developed to help children and adolescents think about their attitudes about race and racial differences. Because children's attitudes are greatly influenced by the attitudes and beliefs of their parents, it is important that you as a parent know where you stand on these issues before you attempt to discuss them with your children. Please complete each of the following statements with a word or brief sentence that best describes your attitudes or feelings. If you do not know what you feel about a particular statement, just leave it blank. You can always complete the sentence at a later point. This is not a test, nor are there right or wrong answers. This assessment is intended to help you take a personal look at your thoughts and feelings about race. You do not have to discuss your responses with anyone.

1. Black people are _____
2. White people are _____
3. Asian people are _____
4. Hispanic/Latino people are _____
5. I like black people who _____
6. I don't like black people who _____
7. Black and white people should _____
8. Black people should _____
9. White people should _____

*Adapted from *Different and Wonderful: Raising Black Children in a Race-Conscious Society*, by Dr. Darlene Powell Hopson and Dr. Derek S. Hopson, New York, Prentice-Hall, 1990.

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10. I like white people who _____

11. I don't like white people who _____

12. I like Asian people who _____

13. I don't like Asian people who _____

14. Asian people and white people should _____

15. Asian people and black people should _____

16. I like Latino/Hispanic people who _____

17. I don't like Latino/ Hispanic people who _____

18. Asian people and Latino/Hispanic people should _____

_____

19. Latino/Hispanic people and white people should _____

_____

20. Latino/Hispanic people and black people should _____

_____

21. Black people in my neighborhood _____

22. White people in my neighborhood _____

23. My greatest fear of black people is _____

24. My greatest fear of white people is _____

25. Asian people in my neighborhood _____

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26. Latino/Hispanic people in my neighborhood _____

_____

27. My greatest fear of Asian people is _____

28. My greatest fear of Latino/Hispanic people is _____

29. If I had one wish concerning race relations it would be _____

30. The thing I have most in common with white people is _____

_____

31. The thing I have most in common with black people is _____

_____

32. The thing I have most in common with Asian people is _____

_____

33. The thing I have most in common with Latino/Hispanic people is _____

_____

34. I like my race because _____

35. I like my ethnicity because _____

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Leader Resource

Is It Racism? Difficult Life Situations

SITUATION 1. Your eight-year-old son, Malcolm, is one of two African-American players on his Little League baseball team. In the beginning of the season, he was picked to play almost every game. But now he has a new coach who hasn't let him play the last three games. The former coach was black; this one is white. What are the issues here? What do you do?

SITUATION 2. Your six-year-old daughter, Shana, comes home from school telling you that she is not going back because her teacher doesn't like her. When you ask her why she thinks this is so, she tells you that her teacher put her in the last seat of the last row of desks. What are the issues here? What do you say or do?

SITUATION 3. Your eight-year-old son, Jake, is an A student and has transferred to a new school. When he comes home after the first day at the new school, he tells you that he has been assigned a tutor. He tells you that all the black kids have tutors. What are the issues here? What do you say or do?

SITUATION 4. You buy your four-year-old daughter, Tiffany, a brown-skinned doll for Christmas. When she opens the box, she starts to cry, saying, "This doll is ugly. I want the white doll like the one I saw on TV." What are the issues here? What do you say or do?

SITUATION 5. Your 10-year-old son, Kenneth, is going away to camp for the first time. When you arrive at the camp, you overhear another child (who is white) saying, "Uh oh, I sure hope I don't have to share a cabin with that black kid." What are the issues here? What do you say or do?

SITUATION 6. Your 11-year-old daughter, Nikki, comes home from school crying and saying that she will never go back again. When asked why, she tells you that

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her teacher said that she is "lazy." Nikki is African-American; her teacher is white. What are the issues here? What do you say or do?

SITUATION 7. Your five-year-old daughter, Tanya, comes home from visiting at a friend's house and tells you that she wishes she had blonde hair and blue eyes like her friend, Jenny. She says, "I hate my nappy hair." What are the issues here? What do you say or do?

SITUATION 8. Your six-year-old son, Jamal, comes home with his clothes all torn and with bruises on his face. When you ask him what happened, he tells you that some white kid called him a "nigger," and so he beat the kid up. What are the issues here? What do you say or do?

SITUATION 9. Your 16-year-old son, Anthony, tells you that he wants to drop out of school. When you ask him why, he says, "Why should I go to school? Nobody will give me a job anyway, because I'm black." What are the issues here? What do you say or do?

SITUATION 10. Your 17-year-old daughter, Marcella, tells you that her guidance counselor said that she should not bother applying to college; she should get into some kind of training program instead. Both Marcella and the guidance counselor are African-American. What are the issues here? What do you say or do?

SITUATION 11. Your 15-year-old daughter, Stephanie, tells you that she hates the way she looks because she is too "dark." She tells you that she wishes she looked more like her sister, Rhonesha, who is light-skinned. What are the issues here? What do you say or do?

SITUATION 12. Your 15-year-old son, Mark, is white and plays basketball on his school's team. Next week the team has a game at the "black" high school across town. There are rumors that the kids in the other school are going to start some trouble. What are the issues here? What do you say or do?

SITUATION 13. You and your kids are at the mall shopping for school clothes. Your daughter, Bethanny, notices that every time you walk into a store, the security

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guard starts following you. She asks you why this is so. What are the issues here? What do you say or do?

SITUATION 14. You are African-American and have taken your children into the city to see the circus. When you leave the show, it is raining, so you decide to take a cab. After standing in the same spot for 15 minutes, you have to tell your children that none of the cab drivers will stop for you. What are the issues here? What do you say or do?

SITUATION 15. Your 16-year-old daughter, Lucy, is black and has made a new friend at school who is white. When she invites her new friend to the neighborhood, all her girlfriends refuse to join them, telling Lucy that she is a "traitor." What are the issues here? What do you say or do?

SITUATION 16. A car is stolen in your neighborhood. When the police arrive, they grab your son, Tony, off the street, saying that he is wanted for questioning because he looks like the black teenager who was last seen walking by the car. What are the issues here? What do you say or do?

SITUATION 17. You are watching TV with your son and daughter. During one of the commercials, your daughter, Nancy, turns to you and says, "Daddy, why are black people always the bad guys on TV?" What are the issues here? What do you say or do?

SITUATION 18. Your nine-year-old son, Tommy, shows up for basketball tryouts. He plays well and thinks he has an excellent chance of making the team. But the coach does not pick him. When Tommy looks at the line-up, he realizes that all the kids on the team are black. Tommy musters the courage to ask the coach why he wasn't picked, and the coach responds, "You play OK, but you're just not the athlete that those other kids are!" What are the issues here? What do you say or do?

SITUATION 19. Your 12-year-old daughter, Jessica, was invited to her friend Rhonda's house for dinner. When she showed up at the door, Rhonda's uncle said,

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"Rhonda, your white friend is here." What are the issues here? What do you say or do?

SITUATION 20. Your daughter, Ellen, is working on a class project with four of her classmates. She is the only white student in the group. After the girls spend the weekend working together, one of the African-American girls says to Ellen, "Boy, you're really nice. You're not like most white people!" What are the issues here? What do you say or do?

SITUATION 21. You've recently moved into a neighborhood where you were told there were a lot of Spanish-speaking people. Your 10-year-old daughter, Anna, goes out to look for a playmate and comes home crying, saying that the kids won't play with her because they say she's too poor. What are the issues here? What do you say or do?

SITUATION 22. Your 16-year-old daughter, Erica, who is African-American, has been going to school with Caucasian classmates most of her life. Lately she's become interested in dating a 17-year-old boy named Eddy. Eddy is Italian-American. Erica's older brother and sister are upset with her. What are the issues here? What do you say or do?

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Quotations to Live By

Purpose: To offer the men an opportunity to hear how African-Americans and others have thought about and responded to the issues of race, racism, and racial identity. To assist the men in developing their own ideas about "where they stand" on these issues.

Materials: Handout, "Quotations"; newsprint and marker.

Time: 35-45 minutes.

Planning Note: Before this activity, select up to 10 quotations from the handout "Quotations," and write these on newsprint. Select quotations that you think will be meaningful for the fathers, and add any quotations that have important messages for them (try to represent the ethnic makeup of your group). In addition, ask the participants for quotations that they have heard throughout their lives and find particularly meaningful. Following this activity, consider posting the men's favorite quotations around the room for future reference.

Procedure: Begin by telling the men that this activity will include a variety of quotations from people of color and others who have talked about the issues of race, racism, racial identity, and ways to live. Say something like: "I am going to read to you a series of quotations taken from people who have spoken out on the issues of race and racism, and about what it is like to be a person of color in this society, as well as some general quotations to live by. As you listen, think about which quotation best describes where you stand on these issues and how these words can help you in your daily life. Although most of these quotations are written by people of color, they have messages for all of us. The challenge is to think about what they mean to each of us personally."

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Distribute the handout "Quotations," and read aloud four or five quotations (or ask group members to take turns reading quotations). Instruct the men to select one or two quotations that closely represent where they stand on the issues of race and racism, and tell them to think about how the quotations relate to them. After about 15 minutes, ask for volunteers to share their selections with the whole group. Use the following questions to discuss how the quotations relate to the men's lives.

▼ Discussion Questions

1. Which quotation most closely represents how you feel about the issues of race and racism?
2. What does the quotation mean to you?
3. In what ways will the quotation you selected influence how you live?
4. What does the quotation say about where you stand on the issue of race?
5. Does anyone have other quotes or sayings that are a part of your family tradition or history that you would like to share with the group?
6. What other resources or survival skills have been passed on to you by others in your ethnic or cultural group? (Considering African-Americans, for example, what lessons did you learn from church elders or ministers? What did you learn from such authors as James Baldwin, Richard Wright, Ralph Ellison, Maya Angelou, Alice Walker, and Langston Hughes? What words of wisdom have you heard from such leaders as Jessie Jackson, Malcolm X, Martin Luther King, Supreme Court Justice Thurgood Marshall, or other well-known African-Americans?)
7. What words of wisdom were passed on to you by your parents or grandparents?
8. Which of these quotations would you like to pass on to your children? Why?

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Quotations*

"America is essentially a dream, a dream as yet unfulfilled. It is a dream of a land where men of all races, of all nationalities and of all creeds can live together as brothers."

Martin Luther King, Jr. (1929-1968), civil rights leader; from "The American Dream," speech given at Lincoln University, Oxford, Pennsylvania, June 6, 1961.

"Teach your children that they are direct descendants of the greatest and proudest race who ever peopled the earth."

Marcus Garvey (1887-1940), Jamaican revolutionary; quotation is from 1926.

"It is better to get smart than to get mad. I try not to get so insulted that I will not take advantage of an opportunity to persuade people to change their minds."

John H. Johnson (1919-), founder, *Ebony* and *Jet* magazines; in *USA Today*, April 16, 1986.

"I believed in myself. I carried a burning anger in me at the advantage that people had taken of me — at the discrimination I had suffered as a people. I find it difficult to understand why everyone does not burn with that same rage. You could be sustained by that resentment. I still have it. It makes you want to get whatever you have to get in order to improve yourself."

Coleman A. Young (1923-), mayor of Detroit; in *USA Today*, January 31, 1985.

"You must be willing to suffer the anger of the opponent, and yet not return anger. No matter how emotional your opponents you must remain calm."

Martin Luther King, Jr., *Stride Toward Freedom*, 1958.

*Unless otherwise noted, these quotations are taken from *My Soul Looks Back, 'Less I Forget: A Collection of Quotations by People of Color*, edited by Dorothy Winbush Riley, HarperCollins Publishers, 1993; HarperPerennial paperbound edition, 1955; used with the permission of Dorothy Winbush Riley.

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"Attitude was the most important asset we had to break the back of racism."

Tom Bradley (1917-1998), mayor of Los Angeles; in *The Impossible Dream*, 1986.

"Armed with a knowledge of our past, we can with confidence charter a course for our future."

Malcolm X (El Hajj Malik-Al-Shabazz, 1925-1965), founder, Organization of Afro-American Unity; in *Malcolm X on Afro-American History*, 1971.

"Tell our children they're not going to jive their way up the career ladder. They have to work their way up hard. There's no fast way up to the top."

Marian Wright Edelman (1939-), activist, founder, Children's Defense Fund; "We Must Convey to the Children That We Believe in Them," *Ebony*, August 1988.

"Being Black in America is often like playing your home games on the opponent's court."

James P. Comer (1934-), psychiatrist; quoted in about 1990.

"Take advantage of every opportunity; where there is none, make it for yourself, and let history record that as we toiled laboriously and courageously, we worked to live gloriously."

Marcus Garvey, in *Garvey and Garveyism*, 1963.

"Treat all people as if they were related to you."

Navajo expression, quoted in "Stepping Out of Rage."

"As long as the mind is enslaved the body can never be free. Psychological freedom, a firm sense of self-esteem, is the most powerful weapon against the long night of physical slavery."

Martin Luther King, Jr., *Where Do We Go From Here?* 1968.

"One's sense of manhood must come from within."

Martin Luther King, Jr., *Stride Toward Freedom*, 1958.

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"A race of people is like an individual man: until it rises on its own talent, takes pride in its own history, expresses its own culture, affirms its own selfhood, it can never fulfill itself."

Malcolm X, "Messages to the Grass Roots," speech given in Detroit, Michigan, November 10, 1963.

"To accept one's past — one's history — is not the same as drowning in it; it is learning how to use it. An invented past can never be used; it cracks and crumbles under the pressures of life like clay in a season of drought."

James Baldwin (1924-1987), writer; in *The Fire Next Time*, 1961.

"Black power is an affirmation of the humanity of Blacks in spite of white racism. It is an attitude, an inward affirmation of the essential worth of blackness."

James Cone (1938-), minister; in *Black Theology and Black Power*, 1969.

"I will not allow one prejudiced person or one million or one hundred million to blight my life. I will not let prejudice or any of its attendant humiliations and injustices bear me down to spiritual defeat. My inner life is mine, and I shall defend and maintain its integrity against all the powers of Hell."

James Weldon Johnson (1871-1938), poet; in "Negro American, What Now?" 1934.

"I've often wondered how many punches my chin can take from prejudice. But someday I'll be able to counter with a KO punch myself. I know it's a hard fight. Hate just won't take the count overnight. But the toughest fights are the ones you like to win the best."

Joe Louis (1934-1981), boxer; in *My Life*, 1981.

"[R]aces, like individuals, must stand or fall by their own merit: that to fully succeed they must practice their virtues of self-reliance, self-respect, industry, perseverance and economy."

Paul Robeson (1898-1976), actor; in "The New Idealism," *Targum*, June 1919.

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"Racism has always been alive, well, and living in America. But the real issue has always been: How are you going to let it or not let it affect you? I chose not to let it get to me by learning to do business."

Bill Cosby (1937-), comedian; quoted in about 1986.

"Racism can't be overcome. It will always be there for the rest of your life. There will always be people who don't like you because you are Black, Hispanic, Jewish. You have to figure out how you are going to deal with it. Racism is not an excuse to not do the best you can."

Arthur Ashe (1943-1993), tennis champion; in *Sports Illustrated*, July 1991.

"I'm always suspicious of people who say 'I am not racist.' I feel on much better ground with people who say, 'I'm working on overcoming my racism.' We've got to approach this problem with as much humility and generosity as we possibly can."

Andrew Young (1932-), mayor of Atlanta; quoted on January 7, 1991.

"Anger and humor are like the left and right arm. They complement each other. Anger empowers the poor to declare their uncompromising opposition to oppression, and humor prevents them from becoming consumed by their fury."

James Cone, *Martin and Malcolm in America*, 1991.

"My beliefs are now one hundred percent against racism and segregation in any form and I also believe that we don't judge a person by the color of his skin but rather by his behavior and by his deeds."

Malcolm X, in *Malcolm X Speaks,* 1965.

"The experience of being black in this country is almost a daily process of pulling out the arrows that racism hurls at us."

Nancy Boyd-Franklin, family therapist; in "Pulling Out the Arrows," *The Family Therapy Networker*, July/August 1993.

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"Being Black in America is like being forced to wear ill-fitting shoes. Some people adjust to it. It's always uncomfortable on your foot, but you've got to wear it because it's the only shoe you've got. . . . Some people can bear the uncomfort more than others. Some people can block it from their minds, some can't. When you see some acting docile and some militant, they have one thing in common: the shoe is uncomfortable."

Told by a **50-year-old African-American man** to Studs Terkel, in his book *Race: How Blacks and Whites Think and Feel About the National Obsession.*

"Can't we all just get along?"

Rodney King, African-American man beaten by Los Angeles police.

"There are choices you have to make not just once, but every time they come up."

Chente, pseudonym for character in *Always Running: La Vida Loca; Days in L.A.*, by **Luis T. Rodriquez.**

"Tell me who you walk with and I will tell you who you are."
"Truth, although severe, is a true friend."

From "When I Was Puerto Rican," by **Esmerelda Santiago.**

"There are certain circumstances in which the only way you can be human and proclaim your humanity is by lying about yourself, by having such regard for yourself that you create a lie for yourself."

V. S. Naipaul, National Public Radio interview, 1995.

"The struggle of today is not altogether for today; it is for the vast future also."

President Abraham Lincoln (1809-1865).

"We are judged by how hard we use what we have been given."

Flannery O'Conner, from *Habit of Being: Letters of Flannery O'Conner.*

"Let us resolve to be masters, not the victims, of our history, controlling our own destiny, without giving way to blind suspicions and emotions."

President John F. Kennedy (1917-1963).

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Feedback/Wrap-up

Begin by asking fathers to summarize what they got out of the sessions devoted to the issue of race. Ask the following questions to discuss their reactions.

▼ Discussion Questions

1. Overall, what have you gained from the time we have spent talking about the issues of race and racism?
2. What was it like to talk about your personal experience with racism?
3. What did you learn about how other fathers have dealt with the issue of race in their lives?
4. What lessons from your experiences with racism do you want to share with your children?
5. Has your vision of yourself changed from our discussions about race and racism? What is your dream for the future?
6. For those of you who are white, what lessons have you learned from listening to your fellow group members who are not white?
7. In what ways have our discussions of race and racism changed your views about each other? Have your feelings about the peer support group changed?
8. What steps can we take in this group to eliminate prejudices and racism? What can we do to build unity among ourselves?

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Taking Care of Business

Activity **16-1**	**What's New?**	☞ 10-15 minutes
Activity **16-2**	**The Mirror**	☞ 10-15 minutes
Activity **16-3**	Optional Warm-up Activity: **A Self-Sufficiency Word Game**	☞ 15 minutes
Activity **16-4**	**What Does It Mean to "Take Care of Business"?**	☞ 30-40 minutes
Activity **16-5**	**My One-Year Plan**	☞ 35 minutes
Activity **16-6**	**Feedback/Wrap-up**	☞ 10-15 minutes

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Key Concepts

- A *self-sufficient man* is someone who takes care of his financial, social, and personal needs either alone or with the support of others, such as a partner, family, and friends.
- Personal characteristics that foster self-sufficiency include self-discipline, motivation, and responsibility.
- To become self-sufficient, a father needs the skills to earn a living for himself and his children.
- Becoming self-sufficient involves a process of establishing goals and developing a plan to reach those goals.
- Becoming self-sufficient does not weaken ties with significant others, but it does reduce dependence on others for daily survival.

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Materials Checklist

Activity 16-2 The Mirror

- ❑ Large mirror and marker (or newsprint and marker, or chalkboard and chalk)

Activity 16-3 A Self-Sufficiency Word Game

- ❑ Handout, "A Self-Sufficiency Word Game"
- ❑ Leader Resources, "Word Game Answer Key" and "Indicators of Self-Sufficiency Traits"
- ❑ Pencils (for everyone)

Activity 16-4 What Does It Mean to "Take Care of Business"?

- ❑ Leader Resource, "Indicators of Self-Sufficiency Traits" (from Activity 16-3)
- ❑ Handout, "Self-Sufficiency Inventory"
- ❑ Newsprint
- ❑ Marker

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Activity 16-5 My One-Year Plan

- ❑ Handout, "My One-Year Plan"
- ❑ Pencils (for everyone)

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What's New?

Planning Note: Tailor the following questions so that you are asking the men about specific ideas, concepts, and skills reviewed in Session 15, "The Issue of Race/ Racism."

▼ Discussion Questions

1. Would somebody like to tell the group what he got out of the last session?
2. Did anybody change his ideas about race and how to deal with racism as a result of our discussion last time? How have your ideas changed?
3. Since our last session, has anybody had an experience with his children that raised the issue of race? What happened? Were your responses different from how you might have reacted before we discussed race and racism?
4. Did anyone talk with friends, family members, or others about the issues that came up in our sessions about race? What was it like to discuss these issues?
5. What part of our sessions about race had the greatest impact on you? Why?
6. Do you think that you will change anything about your stand on the issue of race? What will you change?

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The Mirror

Purpose: To give participants an opportunity to evaluate how well they are doing as men, fathers, and providers.

Materials: Large mirror, or newsprint and markers, or blackboard and chalk.

Time: 10-15 minutes.

Planning Note: Before this activity, place a large mirror in the front of the room or hang up a sheet of newsprint to serve as the "mirror." (If necessary, use the chalkboard and chalk.)

Procedure: Tell the men that today they will be talking about the steps to take in order to be in charge of their own lives, or to become *self-sufficient*. Say something like, "We've spent several sessions talking about how to keep your jobs so that you can support yourselves and your families. Today we're going to take this one step further and talk about what it means to be in charge of your own lives, or to be *self-sufficient*. Part of being self-sufficient is being able to take care of your basic needs such as food, housing, clothing, and transportation. What your needs are and how you satisfy them will depend on whether you are alone, are with a spouse or partner, or are part of a family. Today we'll also look ahead to the future to think about what you'd like to accomplish within the next year. These goals, too, will be influenced by whether you are alone, are in a relationship, or are caring for your children and have family responsibilities. But before we look ahead and set goals, let's evaluate how well you are doing right now as a man, a father, and a provider."

Tell the men that you would like them to look into the mirror at the front of the room (or, if you don't have a mirror, to look at the blank sheet of newsprint or at a "frame" you have drawn on the chalkboard). Instruct them individually to "look at yourself," and think about how well you have lived up to your own definition of manhood and how well you have done as a father and a provider. Anyone who has fallen short of his own expectations should draw a "crack" in the mirror with a marker.

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Remind the men that they should participate in this activity only if they feel comfortable; this is primarily a time for self-assessment. Then invite each of them to come up to the mirror and assess himself. In asking the following questions, try to get a balance of positive and negative self-evaluation from the group, and remind the men to be constructive in their feedback.

▼ Discussion Questions

1. Would anyone who put a crack in the mirror like to explain what the crack means?
2. If you put a crack in the mirror, what can you do "fix" it? What could you have done differently in the first place, so that the mirror would not be cracked?
3. Would anyone who looked at his reflection and felt good about himself like to talk about why he did not put a crack in the mirror?
4. To what degree did your self-evaluation depend on your ability to take care of your responsibilities as a father?

Remind the group that today's session is about self-sufficiency. Say something like, "In the next activity we are going to talk about what it means to be self-sufficient." Then go either to the optional warm-up (Activity 16-3) or to Activity 16-4.

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Optional Warm-up Activity
A Self-Sufficiency Word Game

Purpose: To introduce participants to the concept of self-sufficiency and the qualities that make a person able to take care of his own needs.

Materials: Handout, "A Self-Sufficiency Word Game"; Leader Resources, "Word Game Answer Key" and "Indicators of Self-Sufficiency Traits"; pencils (for everyone).

Time: 15 minutes.

Planning Note: This session is intended to help the men evaluate what it takes to be able to care for their basic needs and the needs of others they may be responsible for. Although the emphasis is on becoming self-sufficient, help the men understand that how they do this depends on whether or not they are involved in a partnership, family, community, etc. It is equally important to "debunk" the myth that men do not need others for survival. The goal is to help the men understand that self-sufficiency requires the wisdom to know when and how others can support them in their efforts to accomplish their goals.

Use "A Self-Sufficiency Word Game" as a warm-up activity if you think that the men can manage its reading level. If many in the group might be unable to identify the words in the puzzle, move directly to Activity 16-4, "What Does It Mean to 'Take Care of Business'?"

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Procedure: Start the activity by telling the participants that they will play a word game that focuses on the concept of self-sufficiency. First, ask volunteers for a general definition of the word *self-sufficiency*. Emphasize that being self-sufficient includes knowing when to ask for support as well as knowing how to be part of a family or other group of people. Then distribute pencils and the handout "A Self-Sufficiency Word Game." Explain that at least nine words are hidden within the game that could be used to describe a self-sufficient person. Give one example — the word *employed*, which is already circled on the handout.

State that the object of the game is to find and circle five additional words that describe characteristics of a self-sufficient person. Explain that the words may appear normally or backwards, and may also travel up and down. (You might have participants work in pairs, particularly if some have difficulty reading. If your group likes competition, make the game a contest, and award a prize to the first participant or pair that finds five words.)

After one person (or pair) has found five words, stop the game, and ask the winner to list and define the five words. (Award the prize if the game was played as a competition.) Then ask the other men if they found any other words. After you have discussed all the words identified by participants, conduct a brief brainstorming activity to get the men to identify any other important qualities of self-sufficiency. Use the Leader Resource "Word Game Answer Key" to point out words that were not found. Have the men give examples (or "indicators") of all nine self-sufficiency characteristics. Use the Leader Resource "Indicators of Self-Sufficiency Traits" to provide additional information and examples.

After you have discussed the meaning of all nine self-sufficiency characteristics and have identified examples (or indicators) for each, discuss the activity by asking the following questions.

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▼ Discussion Questions

1. How do the words that you identified in the word game relate to being able to provide for yourself and your family?
2. Which of these words describes you?
3. In what ways are you able to take care of yourself?
4. How do you think your life will change as you become better at taking care of your own needs?
5. What will you have to do to become self-sufficient?
6. What does it mean to say that a self-sufficient person knows when and how to ask for support from others? Does a self-sufficient person ever need help?
7. What is the difference between getting support from others and having others "do for you"?
8. Which people in your life do you feel are self-sufficient? What qualities do these people have that make them self-sufficient?

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A Self-Sufficiency Word Game

Directions: There are at least nine words in this puzzle that might describe a person who is self-sufficient. The words can be formed vertically (up and down), or horizontally (across, from left to right or from right to left). Your task is to find five words. When you find a word, circle it, and write it in the blank spaces below the puzzle.

D E N I L P I C S I D O R G A N I Z E D O D E P S
A X E C I Y D R E L I A B L E X Z V L M E Y L O E
D S C L O S E L A O G D E T N E I R O O L L B L L
T V B E O M Y C A L L H O M E T T R O T B O I C F
N A L L E L B A T P A D A R E G F O R I A V S N R
E J E F F R E E D C L A O A F I R E T V D E N K E
D E L I E R Y O Y T N L F F A N I S E A N P O W L
N J A S M R E S I L I E N T Y P A M O T E E P V I
E J A C K P Z L P A M X X W I L L A R E P P S X A
P I N E E J E R R I Y M I J E A R L T D E O E A N
E D F A T H E R O E A J U L T R E Z A I D L R Z T
D F E R E O C I R R Y N N I Y R A N O I S I V M Q
N O C Y D O T D E P I C A T E D E T R E B E R U E
I E N N P O (E M P L O Y E D) L E N A W T S P L O C

1. _____ 4. _____ 7. _____

2. _____ 5. _____ 8. _____

3. _____ 6. _____ 9. _____

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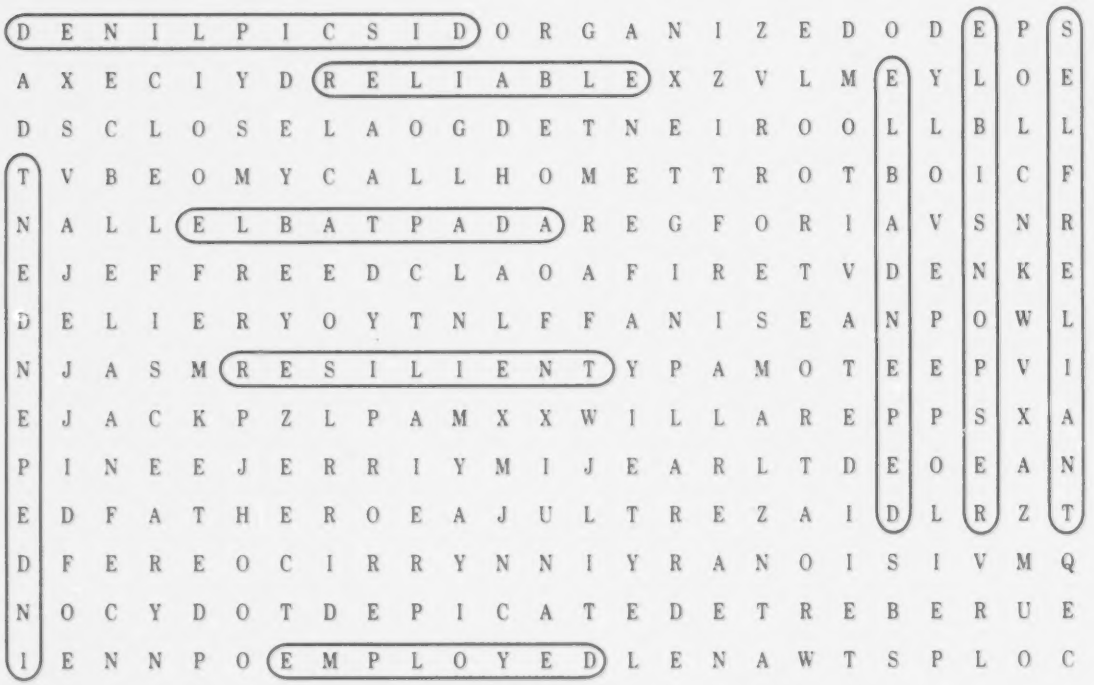
Leader Resource

Word Game Answer Key



1. Adaptable
2. Dependable
3. Reliable
4. Disciplined
5. Employed
6. Independent
7. Self-Reliant
8. Resilient
9. Responsible

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Leader Resource

Indicators of Self-Sufficiency Traits

1. Adaptable: To be able to adjust or change to handle different situations. *Indicators:* You make contingency plans in case your babysitter doesn't show up or the person you usually ride to work with can't pick you up on a particular morning.

2. Dependable (or 3. Reliable): To be worthy of other people's confidence or trust. *Indicators:* If you say you're going to do something, you do it except under extreme circumstances, in which case you call anyone who is relying on you to explain why you cannot keep your word. You always pick up your child at the agreed-upon time. You are always on time for work or your training program.

4. Disciplined: To be able to maintain control and order in your life; to be able to put off meeting your own needs or desires when required. *Indicators:* You get up every morning at the time you need to. You set a limit on how much you drink, and you stick to it. You brush your teeth every morning and every night. You fasten your seat belt every time you get into a car. You buy only what you can afford. You pay your bills on time.

5. Employed: To be working and earning enough legal wages that allow you to support yourself and your children.

6. Independent (or 7. Self-Reliant): To be in charge of yourself, and to know when to rely on others. *Indicators:* You make your own decisions, sometimes getting ideas or advice from other people but not asking them to make the decision for you. You pay rent for a place to live. You are capable of washing your own clothes and cooking your own meals. When you have responsibility for your child for a few days or an afternoon, you provide the care (you don't have your mother, sister, or girlfriend do it). You wake up in the morning on your own or with the help of an alarm clock rather than expecting someone else to wake you.

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8. Resilient: To be able to recover from or adjust to change or a crisis. *Indicators:* You accept the role of father even if you did not want or plan to be a parent. You look for and find a job if you lose your current one. You bounce back after losing a relationship that is important to you.

9. Responsible: To be able to accept the consequences of your own behavior and to "do the right thing" in a tough situation. *Indicators:* You accept your duties as a father when you are told your partner is pregnant. You establish paternity so that your child will know his or her father. You pay (or are willing to pay, if unemployed) child support so that your child can live a decent life. You use condoms every time you have sexual intercourse. You call if you're going to be late and unable to keep an appointment.

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What Does It Mean to "Take Care of Business"?

Purpose: To identify qualities of self-sufficiency. To enable fathers to evaluate their progress in their efforts at taking care of their own as well as their children's needs. To help fathers identify barriers they face in pursuing this goal.

Materials: Leader Resource, "Indicators of Self-Sufficiency Traits" (from Activity 16-3); Handout, "Self-Sufficiency Inventory"; newsprint and marker.

Time: 30-45 minutes.

Planning Note: If you conducted the optional word game (Activity 16-3), you should modify this activity by skipping the brainstorming and moving directly to the handout "Self-Sufficiency Inventory."

Procedure: If you have not done so already, ask participants to brainstorm the qualities of a self-sufficient father. Record their responses on newsprint, and ask a volunteer to read the list aloud. Use the Leader Resource "Indicators of Self-Sufficiency Traits" (from Activity 16-3) to add important terms and to describe indicators for each characteristic.

Next, using the handout "Self-Sufficiency Inventory," have each participant evaluate himself by putting a check mark next to each quality of self-sufficiency that he already has. (If there are nonreaders in the group, read each statement aloud, and allow time for the men to think about their responses.) Encourage participants to be honest, and emphasize that no one could already have all the qualities needed; anyone who did wouldn't be in this program.

After the men have completed the handout, ask for volunteers to share their inventories with the group. Each volunteer should state which qualities of self-sufficiency he already has and which he still needs to acquire. The group can make comments or ask questions after each man's presentation. Be sure to ask each presenter to give examples of the qualities he has. (Again, if any nonreaders want to volunteer,

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read aloud each statement, and have the men respond verbally as you go through the list.)

When all the volunteers have presented their inventories, discuss the activity by asking the following questions.

▼ Discussion Questions

1. On a scale of 1 to 5, how do you rate your self-sufficiency? (1 = I depend on others for everything; 5 = I can take care of my needs and responsibilities alone or with the support of others.)
2. Which traits of self-sufficiency are the most difficult to achieve? Why?
3. What is the biggest roadblock preventing you from being self-sufficient right now?
4. Which person do you depend on most to help meet your daily needs for food, shelter, and clothing? How would you manage if that person moved to a city far away? How could the person you depend on most help you to develop the skills to take care of your own needs?
5. How might a self-sufficient father still need and get support from others? (Examples: babysitting or child care; someone to listen or give advice; etc.)
6. What important steps might an unemployed father take on the road to self-sufficiency? (Examples: enter this program; get a GED; declare paternity; complete job training; look for a job; get an apartment; etc.)
7. How can fathers teach their children to become self-sufficient?
8. What kind of job do you think you need in order to become self-sufficient?
9. In what ways can the members of a family demonstrate that they are self-sufficient? (Examples: sharing household chores; earning part of the family income; sharing equally in child care responsibilities; etc.)
10. What does it mean to you to "take care of business"?

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Self-Sufficiency Inventory

Directions: How close are you to achieving self-sufficiency? This is not something that happens overnight. It takes time to develop the attitudes and skills listed below. Put a check mark next to every statement that is true for you.

1. **How adaptable am I?**

   ___ I set up other plans for a babysitter in case my first plan falls through.

   ___ I figure out a way to get to work or training if the person I usually ride with can't pick me up.

   ___ I take any kind of work if it's legal and if it allows me to support myself and my children.

2. **How dependable am I?**

   ___ If I say I'm going to do something, I always do it except under extreme circumstances. Then, I call anyone who is relying on me to explain why I cannot keep my word.

   ___ I almost always pick my child up at the time that I say I will.

   ___ I show up for work or for this program on time every day.

3. **How disciplined am I?**

   ___ I get up every morning at the time I need to.

   ___ I set a limit for how much I drink, and I stick to it.

   ___ I fasten my seat belt every time I get into a car.

   ___ I buy only what I can afford.

   ___ I pay my bills on time.

   ___ I go to work or training even if I don't feel like it.

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4. Am I employed?

___ I am employed and earning enough at a legal job to allow me to support myself and my children.

5. How independent am I?

___ I make my own decisions, sometimes getting ideas or advice from other people but never asking them to make the decision for me.

___ I pay rent for a place to live (or I own my home).

___ I wash my own clothes.

___ I cook my own meals.

___ When I have responsibility for my child, I provide the care. (I don't ask my mother, sister, or girlfriend to do it.)

___ I wake up in the morning on my own or with the help of an alarm clock instead of expecting someone else to wake me up.

6. How resilient am I?

___ I accept the role of a father even if I did not want or plan to be a parent.

___ I will look for and find a job if I lose my current one.

___ I will bounce back if I lose an important relationship.

7. How responsible am I?

___ If I learned that my partner was pregnant, I would accept my responsibility as a father.

___ I would establish paternity so that my child would know his or her father.

___ I pay child support (or am willing to pay, if unemployed) so that my child can live a decent life.

___ I use condoms every time I have sexual intercourse.

(Continued on page 19)

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___ I do not quit my job until I have found another one.

___ I take care of my financial responsibilities (child support, rent, etc.) before I spend money on leisure activities.

___ I call if I'm going to be late or unable to keep an appointment.

8. Based on your answers to the questions above, rate how self-sufficient you are. (1 = not self-sufficient; 5 = very self-sufficient)

1	2	3	4	5
I depend on others for everything.				I can take care of my needs and responsibilities alone or with the support of others.

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My One-Year Plan

Purpose: To assist participants in developing strategies for operating independently.

Materials: Handout, "My One-Year Plan"; pencils (for everyone).

Time: 35 minutes.

Procedure: Tell participants that in Activity 16-4 they identified which self-sufficiency characteristics they already have and which they would like to develop or improve. Now they will develop a plan for reaching their goals over the next year. Explain that thinking ahead and planning are two essential strategies for those who want to have control over their lives. Remind the men of their previous sessions about handling conflict and negotiating for support at work and in their personal relationships. Tell them to keep in mind what they have learned about the role that others play in their efforts to accomplish their goals.

Distribute pencils and the handout "My One-Year Plan," and ask participants to give serious thought to what they would like to be doing in the next year. Review the handout by reading each incomplete sentence and giving examples of how someone might complete it. Then allow about 10 minutes for participants to complete the handout. (Again, if there are nonreaders in the group, read each statement aloud, and give the men time to think about their responses.)

Ask a few volunteers to share their plans. Each volunteer should say what specific steps he will take to achieve one of his goals. Discuss the roadblocks that he might face and how he might overcome them.

Discuss the activity by asking the following questions.

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▼ Discussion Questions

1. How realistic is your personal plan?
2. What roadblocks might get in the way of your plans? How might you overcome them?
3. Do you think that your plans will change after you leave this group? If so, how will they change? Why?
4. What things should you be doing right now to prepare for the year ahead?
5. How much does the success of your one-year plan depend on having a job?
6. Which goals in your plan can you accomplish even if you can't find work?

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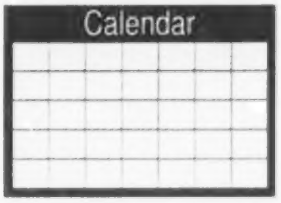
My One-Year Plan



Directions: Please complete the following sentences by filling in the blanks.

In the next year I plan to:

1. Live in _____.
2. Work at _____.
3. Make _____ per hour (or _____ per week).
4. Pay _____ in child support per month.
5. _____ ____ with my children.

In order to accomplish these goals, I will:

1. Complete _____.
2. Work on my skills _____.
3. Stop depending on _____ for _____.
4. Improve my relationships with _____ and _____.
5. _____ every day.
6. Change the way I _____.
7. Continue to _____.
8. _____ drugs and alcohol.

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Feedback/Wrap-up

Ask the following questions to discuss what the men got out of today's session.

▼ Discussion Questions

1. In general, what did you learn about self-sufficiency from today's session? What did you learn about yourself?
2. Has this peer support group helped you to become more self-sufficient? If so, how? If not, why?
3. What was it like to think ahead and develop a one-year plan? How helpful was it to do this?
4. What do you think you will need in order to stay focused on your plan after you leave this program?
5. What can you do if you find yourself falling short of your goals for your one-year plan?
6. What does it mean to "take care of business"?

Planning Note: Tell the men that Session 17, "Managing Your Time and Money," will help them think about how to balance the roles and responsibilities they have as fathers and providers. It will also help them to prepare to manage financial responsibilities such as setting up a household, paying child support, and taking care of their basic needs.

In preparation for this, ask for volunteers to research the cost of some basic monthly expenses. Assign the following tasks (and post the list on newsprint):

1. Get five estimates of monthly rents for a furnished room, apartment, or home.
2. Call the telephone company to find out the monthly cost of phone service.
3. Call cable TV to find out the monthly cost.

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4. Estimate the cost of furnishing a three-room apartment or house. (Go to furniture stores as well as secondhand stores such as the Salvation Army.) Include sheets, towels, pillows, blankets, curtains, etc.

   Estimate the monthly cost of household goods and food.

Ask the men to be prepared to share the results of their research at the next session.

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Managing Your Time and Money

Activity 17-1	**What's New?**	☞ 10-15 minutes
Activity 17-2	**"The Way It Was"**	☞ 15-20 minutes
Activity 17-3	**"Twenty-Four Seven"**	☞ 60-90 minutes
Activity 17-4	**Paying and Caring:** Making Ends Meet	☞ 60-90 minutes
Activity 17-5	**Feedback/Wrap-up**	☞ 10-15 minutes

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Key Concepts

- As parents and workers, we need to manage time, make decisions, and carry out many responsibilities every day. It is an ongoing challenge to figure out how to take on new responsibilities or make changes in what we do and when we do it.
- Parents are legally responsible for supporting their children financially until the children are 18 years old.
- A monthly budget helps parents to manage their financial obligations to their children.
- Noncustodial fathers should make every effort to pay child support on time. Children's financial needs should always come first when deciding how to manage money.

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Materials Checklist

Activity 17-3 "Twenty-Four Seven"

- ❑ Handout, "Twenty-Four Seven"
- ❑ Pencils (for everyone)
- ❑ Newsprint
- ❑ Marker

Activity 17-4 **Paying and Caring:** Making Ends Meet

- ❑ Handout, "The High Cost of Living"
- ❑ A few calculators (depending on group size)
- ❑ Pencils (for everyone)
- ❑ Newsprint
- ❑ Marker

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What's New?

Planning Note: Tailor the following questions so that you're asking the fathers about specific concepts, ideas, and skills related to self-sufficiency that they reviewed in Session 16, "Taking Care of Business." Encourage each participant to present his one-year plan to the group.

▼ Discussion Questions

1. Could someone please summarize what we talked about in the last session?
2. Let's review your one-year plans for becoming self-sufficient. Who would like to describe his plan?
3. Which of the ideas about self-sufficiency that we discussed in the last session was most helpful to you? Why?
4. Did you think further about any of the ideas we discussed about self-sufficiency? Does anyone want to report additional plans or changes in his goals?
5. Overall, how helpful was last week's session about self-sufficiency? Do you think that the ideas we discussed will help you "take care of business"? Why, or why not?

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"The Way It Was"

Purpose: To help participants recognize the emotional importance of being a good provider for their children.

Materials: None.

Time: 15-20 minutes.

Procedure: Begin by stating that this session will focus on ways that the men can manage their time and money more effectively. Tell the fathers that the goals are to help them think about their emotional and financial obligations to their children and to offer some concrete suggestions about how to balance their own needs with the needs of their children.

Emphasize that a first step in managing time and money is to recall how one's own family managed them. Then ask the following questions to discuss the men's childhood memories of how their families managed their time and their finances. (Either address the large group, or ask members to form smaller groups of two or three participants.)

▼ Discussion Questions

1. When you were growing up, who provided your financial support? Who in the family worked? Who paid the bills?
2. What messages did you receive about the struggles your parents faced in supporting you? What did your parents say about "making ends meet"?
3. When you were growing up, what ideas did you have about your family's economic situation? (For example, did you think your family was "middle class"?) What gave you these ideas?
4. What was "payday" like when you were a child?

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5. What do you remember feeling as a child about how your parents were providing for you?
6. What values did your family give you about money? About work? About savings? About paying bills?
7. Did both of your parents work? If so, who spent time with you as a child? What was it like when you were able to spend time with one or both parents? If you were not able to spend time with your parents, what was that like?
8. What did your childhood experiences teach you about what it means to provide for your children? What did they teach you about spending time with your children?

Tell the participants to keep their childhood experiences in mind as they do today's activities. Remind the fathers that someday their own children will reflect on what things were like and how their family provided for them when *they* were growing up.

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"Twenty-Four Seven"

Purpose: To help participants effectively manage all their daily responsibilities. To help participants think about how to make appropriate use of their time.

Materials: Handout, "Twenty-Four Seven"; pencils (for everyone); newsprint and marker.

Time: 60-90 minutes.

Planning Note: This activity asks the participants to design a plan for using time in a manner that allows them to accomplish all the tasks involved in combining work and parenting. (If possible, offer prizes for the group that comes up with the most realistic plan. Appropriate prizes might be an alarm clock, a daily planner, a roll of quarters for the laundry, gift certificates from a fast-food restaurant, etc.)

Procedure: Begin by helping the men to recall what they discussed in Session 16, "Taking Care of Business." In particular, review the characteristics that the group identified for someone who is self-sufficient. Then tell the participants that today's session will show them some effective ways to manage their time so that they can accomplish all their responsibilities.

Make the point that everyone has to manage time, make decisions, and carry out many responsibilities every day. Figuring out how to take on new responsibilities or make changes in what we do and when we do it is part of our daily life. Then ask the participants to brainstorm a list of roles and daily responsibilities that relate to their families, their children, and themselves. Say something like, "What are some of the different 'hats' you wear as you go through your daily lives?" Record their responses on newsprint. (The list should include such roles as parent, spouse, employee, friend, son, uncle, community member, etc.)

Now ask the group to think about the *tasks* they are responsible for in each of these roles. Record these responses on newsprint. (This list should include such things as getting ready for work, working eight hours a day, cooking, cleaning the

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house, socializing, sleeping, shopping, paying bills, doing laundry, visiting with children, watching TV, exercising, etc.)

Lead a discussion that focuses on the following questions.

▼ Discussion Questions

1. What changes did you have to make in your daily routine when you began attending this program? How did the people in your lives (girlfriend, spouse, children, parents or other family members, friends) react to these changes? How hard or stressful was it to change your routine?
2. What changes in your daily routine do you anticipate as you prepare to go to work or to work more hours? What tasks will you be responsible for? How will you prioritize the roles you identified earlier? (For example, how do you expect to spend your time when you are working full time? Part time? What arrangements will you have to make concerning your children? What will you do about laundry, cooking, cleaning, etc.?)
3. What special arrangements will you have to make if you work a second or a third shift?
4. Distribute pencils and the handout "Twenty-Four Seven." Explain that the clocks on the handout represents 24 hours in a day, seven days in a week. Instruct the men to form small groups of three to five members. Each small group will decide what shift its members will be working and then will organize their day so that they can complete all the tasks that relate to their various roles (from the first part of the activity). Each group's clocks should be based on working part time or full time and should include what the men will do on their days off. (If you want, you can assign the shifts to the small groups; or ask members to form small groups based on the shift they are now working or are most likely to be working.)

The small groups will have approximately 30 minutes to plan their daily clocks. The group that comes up with the most realistic plan will win the prizes (if you are offering prizes). Tell the men to use their two earlier lists — the *roles* they have as men and fathers and the *tasks* involved in fulfilling these roles — to guide them in planning their time effectively.

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When each of the small groups has completed its clock, reconvene the large group. Then ask each small group to present its clock, and ask the large group to rate it. After all the presentations, ask the large groups which clock seems most realistic and why. (Be sure that the winning clock presents a realistic plan to accomplish all the tasks of managing work, personal, and family life. Pay particular attention to how much time is set aside for the men's children.)

Ask the following questions to lead a discussion about the various clocks.

▼ Discussion Questions

1. What was it like to plan times for all the different tasks you need to do in managing your personal, work, and family lives?
2. Which tasks or roles are most important in the completed clocks? (For example, how much time is set aside for work? For your children? For your spouse or partner? For friends?)
3. What tasks or roles are least important in the clocks? Why are certain things left out?
4. Which work shift seems hardest to manage? Why?
5. How likely is it that you can accomplish all the tasks involved in managing your life? How much support do you think you will need from others? Explain.
6. How helpful was this activity in making you think realistically about how to manage your responsibilities?
7. What changes do you plan to make in order to manage your life better? What changes do you want others to make?
8. What strategies can you use to manage your time more effectively? (Examples: make a daily/weekly list of tasks and responsibilities; organize the list according to "must do" daily responsibilities and things that need to be done within the week; figure out who's in your support network to help you complete your tasks; learn to say "No" when people ask too much of you; give yourself a few minutes of "quiet" time each day; ask yourself how well you are doing; ask for feedback from the people you are responsible for; pay attention to how much stress you have in your daily life, and practice the stress reduction ideas we discussed in earlier sessions.)

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"Twenty-Four Seven"

Sunday

Monday

Tuesday

Wednesday

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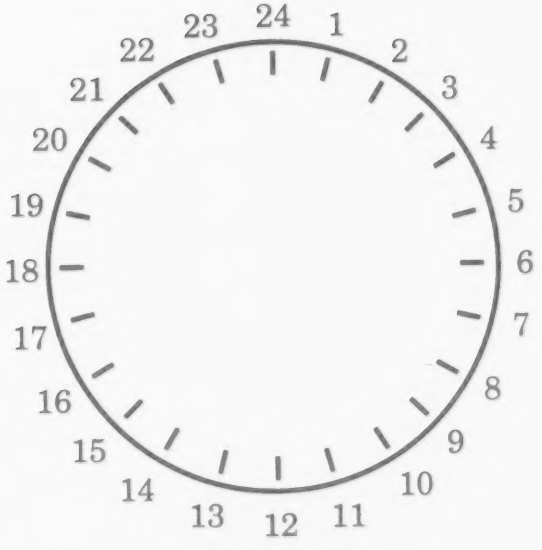
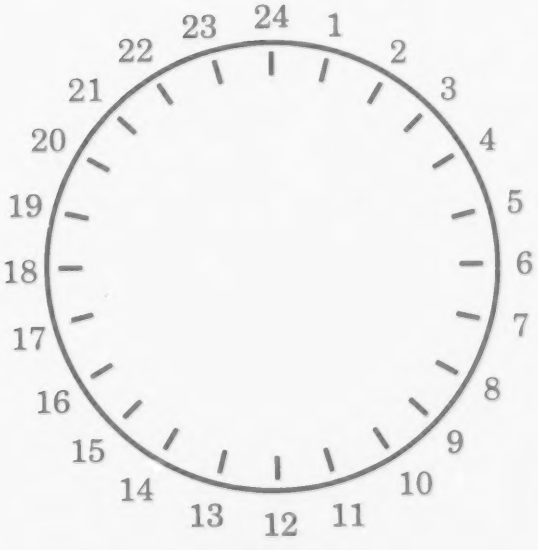
HANDOUT

Session 17
Activity 3



Thursday

Friday



Saturday

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Paying and Caring: Making Ends Meet

Purpose: To help the fathers make appropriate decisions about how to budget their money. To help them figure out how to support themselves and their children.

Materials: Handout, "The High Cost of Living"; a few pocket calculators; pencils (for everyone); newsprint and marker.

Time: 60-90 minutes.

Procedure: Begin by telling the participants that this activity will help them to budget their money on a monthly basis. Ask them to brainstorm a list of things they have to pay for each month and how much they cost. For those who are planning to set up their own house or apartment soon, ask them to list all the items they will need. (If you followed the "Planning Note" at the end of Session 16 and gave them a homework assignment to research the cost of setting up a first-time residence, post their results on newsprint for all to see.)

Now tell the participants that the first step in making a monthly budget is to figure out their monthly pay. Ask the men to agree on how much they can expect to take home when working 40 hours per week. (Or ask them to agree on a typical hourly wage; multiply this by 40 hours per week, and then subtract the estimated taxes. Finally, multiply this sum by four weeks to calculate the monthly take-home pay.)

Sample monthly wage:

$7 per hour x 40 hours = $280 per week

$280 per week x 4 weeks = $1,120 per month

25% of $1,120 = $280 (taxes and Social Security)

Approximate monthly take-home pay = $840

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Instruct the men to calculate their monthly budget based on a monthly take-home pay of $840.

Distribute pencils, calculators, and the handout "The High Cost of Living." Read the handout aloud to be sure that everyone understands what is expected in developing a budget. Then work together as a group to develop a budget based on the following scenario:

> Theodore is a mechanic who earns $7 per hour and works a 40-hour week. He lives in a rooming house, where his rent is $80 per week. Theodore takes a bus to work which costs $1 each way. He also takes the bus to visit his ex-wife and children once a week. Theodore's child support payments are $200 per month. Theodore has a girlfriend, Theresa, who is the mother of two young children. Because Theresa is struggling financially, Theodore often gives her about $10 per week for gas money.

After the group has calculated Theodore's monthly budget, tell each man to use the handout in calculating his own monthly budget based on his current pay. Move around the room to offer assistance, and share the calculators as needed to do the math.

When everyone has completed his budget, have the men take turns sharing their results. Then ask the following questions to discuss the activity.

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▼ Discussion Questions

1. How easy (or difficult) was it to plan your monthly budget? What suggestions do you have to make it easier to do the next time?
2. What issues came up as you considered all your expenses? (For example, did you have enough money to pay all your bills? If not, how did you decide which bills to pay and which ones had to wait? Which are the most important bills to pay each month?)
3. How many of you planned to pay your child support payments first?
4. How much money did you have left after paying child support? What will you use this money for?
5. How likely is it that you will plan a monthly budget in this way? (If you will not do so, why not?)
6. What strategies do you now use to figure out which bills to pay and when?
7. What is it like when you can't meet all your monthly expenses? What steps can you take to be in control of your finances? (Can you get a second job? Can you establish credit? Will credit solve your problems?)
8. What can you do to keep from getting stressed out about your bills?

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The High Cost of Living

Name: _____

Monthly Income

Monthly Income (before taxes): _____

Other Income (from spouse/partner/friend/family member): _____

Monthly Expenses

Taxes and Social Security: _____

Child Support Payment: _____

Housing Expenses:

Rent or House Payments: _____

Gas: _____

Electricity: _____

Water: _____

Phone: _____

Cable TV: _____

Total Housing Expenses: _____

Transportation Expenses:

Car Payment: _____

Gasoline: _____

Car Maintenance: _____

License and Insurance: _____

(Continued on page 16)

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Public Transportation: _____

Total Transportation Expenses: _____

Clothing Expenses:

Self: _____

Children: _____

Total Clothing Costs: _____

Other Expenses:

Credit Payments: _____

Food: _____

Health Insurance: _____

Entertainment: _____

Savings: _____

Child Care: _____

Other Expenses (List): _____

_____

_____

Total Monthly Income: _____

Total Monthly Expenses: _____

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Feedback/Wrap-up

Ask the following questions to discuss what the men got out of today's session.

▼ Discussion Questions

1. Would somebody like to tell us what he thought about today's session?
2. Which of the ideas we discussed today were most helpful? Why?
3. How realistic did it seem to plan to manage your time? To plan your monthly budget?
4. Are you likely to develop plans to manage your time and money? If not, why not?
5. We've spent a lot of time in recent sessions focusing on how to "take care of business" — and especially on your responsibilities to your children. What reactions do you have to our emphasis on the importance of putting your children's needs before your own?
6. Some of you have responsibilities to more than one family. How difficult is it to manage your time and money in order to meet everyone's needs? What strategies or advice do you have for other noncustodial fathers in this position?

End the session by thanking the men for their participation, and remind them of when the next session will meet.

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Session 18

Building a Support Network: Who's on Your Side?

Activity **18-1**	**What's New?**	☞ 10-15 minutes
Activity **18-2**	**Getting Support**	☞ 15 minutes
Activity **18-3**	**Who's in Your Support Network?**	☞ 20-25 minutes
Activity **18-4**	**Negotiating for Support**	☞ 30-35 minutes
Activity **18-5**	**Feedback/Wrap-up**	☞ 15 minutes

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Key Concepts

- Emotional support, financial assistance, information, and goods and services are all ways in which people help each other. Those to whom a person turns regularly for help make up that person's *support network*.
- Asking for (and getting) help from people when it is needed is one way of managing life's difficult situations.
- It is healthy and acceptable for men to ask for help when they need it.
- Being willing to help other people — and being able to understand *their* needs — generally makes those people more willing to offer support when it is needed.
- In many situations it is appropriate for individuals to get support from people they don't know personally, including organizations and agencies that offer various services.

Building an effective support network cam be difficult, but it is well worth the effort.

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Materials Checklist

Activity 18-2 Getting Support

- ❑ A long piece of rope

Activity 18-3 Who's in Your Support Network?

- ❑ Handout, "Creating a Support Network"
- ❑ Pencils (for everyone)

Activity 18-4 Negotiating for Support

- ❑ Handout, "Asking for Support: Case Studies"
- ❑ Newsprint
- ❑ Marker

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What's New?

Tailor the following questions so that you're asking the fathers about specific concepts, ideas, and skills that they reviewed in Session 17, "Managing Your Time and Money."

▼ Discussion Questions

1. Could someone please volunteer to summarize what we discussed in the last session?
2. Let's review some of your plans for managing your time and money. Who would like to describe his plan?
3. Which of the ideas about managing time and money that we discussed in the last session were most helpful? Which were least helpful? Why?
4. Did you rethink any of the ideas we discussed about how to take care of your own needs while responsibly supporting your children? What ideas do you have about how to spend sufficient time with your children?
5. Overall, how helpful was the last session? Why?

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Getting Support

Purpose: To help participants identify their sources of support and acknowledge the importance of a support network.

Materials: A long piece of rope.

Time: 15 minutes.

Procedure: Introduce this session by saying something like, "Throughout your life, many people have provided support to you in different ways. Today we want to talk about those people, how they helped you, and how you can strengthen the supportive relationships in your life."

Have the men move their chairs into a tight circle. You, the leader, should also be in the circle and should begin by picking up the rope as you tell about a time in your life when you needed support or help (as a parent, if possible) and someone gave it to you. As you finish your anecdote, tie a knot in the rope, and pass it to a participant, explaining that now he should tell about a time when he received support from someone (again, as a parent, if possible). After he has shared his example, tell him to tie a knot in the rope and then pass it to another participant. The fathers should continue to tie knots and pass the rope around the circle, until everyone has had at least one opportunity to tell about a time when he needed and got support.

After everyone has responded, explain that the knots in the rope symbolize the strength of a *support network:* a group of people who are connected to one another by caring relationships. A support network helps its members through good and bad times. All parents need a support network to reduce the stress in their lives.

To discuss this activity, ask the following questions.

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